ΣΧΟΛΗ ΑΝΘΡΩΠΙΣΤΙΚΩΝ ΚΑΙ ΚΟΙΝΩΝΙΚΩΝ ΕΠΙΣΤΗΜΩΝ

ΚΑΙ

ΣΧΟΛΗ ΘΕΤΙΚΩΝ ΕΠΙΣΤΗΜΩΝ

ΠΑΡΑΤΗΡΗΣΕΙΣ

για την Έκθεση της Επιτροπής Εξωτερικής Αξιολόγησης του Φορέα Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης.

ΓΙΑ ΤΟ ΠΡΟΓΡΑΜΜΑ

«DIGITAL MEDIA (MSc)»

26 Οκτωβρίου 2016

Παρατηρήσεις για την Έκθεση της Επιτροπής Εξωτερικής Αξιολόγησης

«Digital Media (MSc)»

Η Σχολή Ανθρωπιστικών και Κοινωνικών Επιστημών και η Σχολή Θετικών Επιστημών του Ευρωπαϊκού Πανεπιστημίου Κύπρου ευχαριστούν θερμά το ΔΙ.Π.Α.Ε. και την Επιτροπή Αξιολόγησης για την αξιολόγηση του μεταπτυχιακού μας προγράμματος «Digital Media (M.Sc.)». Τα εποικοδομητικά σχόλια και οι σημαντικές εισηγήσεις της Επιτροπής είναι για μας εργαλείο βελτίωσης και αναβάθμισης του περιεχομένου του προγράμματος.

Θέλουμε να διαβεβαιώσουμε την Επιτροπή ότι λαμβάνουμε πολύ σοβαρά υπόψη **όλες** τις εισηγήσεις που περιλαμβάνονται στην έκθεσή της, τις οποίες υλοποιούμε, όπως παρατίθεται πιο κάτω, αναλυτικά.

Αναφορικά με τα καταληκτικά σχόλια και εισηγήσεις για το πρόγραμμα σπουδών, οι συντονιστές του Προγράμματος Σπουδών συμφωνούν απόλυτα με τα μέλη της επιτροπής πως τα θετικά σημεία του Προγράμματος εστιάζονται στα ακόλουθα:

1. Διεπιστημονική περιοχή μεγάλης τεχνολογικής και κοινωνικής απήχησης
2. Ικανοποιητικό φάσμα κάλυψης της θεματικής περιοχής
3. Οργανωμένη Διοικητική υποστήριξη
4. Ενεργός μηχανισμός διασφάλισης ποιότητας
5. Εξαιρετική δομή φοιτητικής μέριμνας
6. Συνεχώς βελτιούμενες εγκαταστάσεις
7. Ισχυροί δεσμοί με την αγορά

Σε ότι αφορά τα αρνητικά σημεία του Προγράμματος, τα μέλη της επιτροπής σημειώνουν τα ακόλουθα:

1. Ανάγκη βελτίωσης του προγράμματος σπουδών και του περιεχομένου των μαθημάτων σύμφωνα με τα παραπάνω σχόλια
2. Πιο σαφή κριτήρια εισδοχής και αναγνώρισης πιστωτικών μονάδων
3. Αρκετά βαρύς φόρτος καθηγητών και ανάγκη βελτίωσης των συνθηκών έρευνας

Αναφορικά με τα δύο πρώτα σημεία, το πρόγραμμα σπουδών έτυχε άμεσης και αποτελεσματικής βελτίωσης, βάση των υποδείξεων της επιτροπής αξιολόγησης βλέπε (**Παράρτημα Ι**)

- αναθεωρημένα μαθησιακά αποτελέσματα (βλ. σχόλιο επιτροπής σελίδα 7),
- επίπεδο γνώσης Αγγλικής γλώσσας και συστατικές επιστολές (βλ. σχόλιο επιτροπής σελίδα 6),
- περιορισμός προαιρετικών μαθημάτων: αφαίρεση του *DMD660 The History of Social Media* και προσθήκη του *DMD660 Motion Design Principles and Practices* προς ενίσχυση του πεδίου οπτικοακουστικών μέσων και χρήση εργαστηρίου (βλ. σχόλιο επιτροπής σελίδα 7). Η προσθήκη του μαθήματος αυτού και η ύπαρξη ήδη του σχετικού εργαστηρίου καλύπτει και τη σχετική παρατήρηση (σελ.10).
- μεταφορά μαθήματος *DMD640 New Media Literacy* στο πρώτο εξάμηνο (βλ. σχόλιο επιτροπής σελίδα 7).
- τροποποίηση μαθήματος *DMD650 Participatory Politics: New Media and Democracy* (βλ. σχόλιο επιτροπής σελίδα 7).

Σχετικά με το τρίτο, και τελευταίο, σημείο της έκθεσης αξιολόγησης (βλ. σχόλιο επιτροπής σελίδα 9), ο διδακτικός φόρτος του ακαδημαϊκού προσωπικού είναι απόλυτα εναρμονισμένος με ότι συμβαίνει με όλα τα υπόλοιπα προγράμματα του Πανεπιστημίου. Παράλληλα, οι συνθήκες έρευνας θεωρούνται σίγουρα κατάλληλες, δεδομένης της επίσημης διαδικασίας μείωσης διδακτικού ωραρίου για θέματα έρευνας, όπως αυτή προκύπτει από την Πολιτική Έρευνας του πανεπιστημίου (**Παράρτημα ΙΙ**).

Αναφορικά με κάποια άλλα σχόλια της επιτροπής αξιολόγησης:

- το personal tutoring (βλ. σχόλιο επιτροπής σελίδα 6) λαμβάνει χώρα κατά τη διάρκεια των ωρών γραφείου του διδακτικού προσωπικού (έξι ανά εβδομάδα) και υπολογίζεται στον διδακτικό φόρτο
- ο έλεγχος των μαθησιακών αποτελεσμάτων γίνεται σε τακτά χρονικά διαστήματα τόσο κατά την αξιολόγηση από τους φοιτητές του καθηγητή και του μαθήματος κάθε ακαδημαϊκό εξάμηνο καθώς και με βάση τους εσωτερικούς κανονισμούς αξιολόγησης (SAR). Τα κριτήρια εισδοχής, καθώς επίσης και όσα αφορούν ένα πρόγραμμα σπουδών είναι αναρτημένα στην ιστοσελίδα της κάθε Σχολής (βλ. σχόλιο επιτροπής σελίδα 8)
- πρόσφατα ολοκληρώθηκε η επιμόρφωση όλου του προσωπικού του πανεπιστημίου σχετικά με παιδαγωγικά θέματα και σε μεθόδους διδασκαλίας (συνεχές πρόγραμμα), συμπληρώνοντας τριάντα-έξι ώρες (36) εκπαίδευσης σε διάστημα εννέα μηνών (βλ. σχόλιο επιτροπής σελίδα 10).

Είμαστε βέβαιοι πως οι παραπάνω εισηγήσεις και οι σχετικές τροποποιήσεις θα ενισχύσουν περαιτέρω την κουλτούρα αριστείας και την απήχηση του προγράμματος.

....
Καθ. Χρήστος Κασιμέρης
Κοσμήτορας
Σχολή Ανθρωπιστικών και
Κοινωνικών Επιστημών

....
Δρ. Χρήστος Δημόπουλος
Κοσμήτορας
Σχολή Θετικών Επιστημών

«Digital Media (M.Sc.)»

GENERAL OBJECTIVES:

- develop the student's analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and self-awareness, which will promote personal achievement and contribute to organizations

- undertake substantial investigative and practical work at postgraduate level

- develop the student's capacity to think, write and speak effectively and creatively

- build on and enlarge the student's domain specific knowledge with a minimum of guidance

- progress to research work or work at an advanced level within an individual or commercial setting

- provide the student with the basic requirements for academic and/or career advancement

SPECIFIC OBJECTIVES:

- specialist knowledge in the field of digital media with an emphasis on both a theoretical understanding and technical knowledge of the workings of social media

- an understanding of the ways social media have the power to form opinions and attitudes thus enabling them to critically assess and evaluate information they receive on the web

- the necessary skills and knowledge to create content for different purposes and the necessary tools to design social media communication procedures and strategies

- a knowledge of the theories, critical notions and technological methods relevant to digital media

- the ability to assess the institutional, technical and socio-political factors that shape social media practices and examine the impact of digital media on society

- leadership abilities which can be used to arrive at solutions to design content and experiences for users of social media sites, and to prepare the student for a lifetime career in the general field of Digital Media by establishing a foundation for lifelong learning and development

- a foundation in the interdisciplinary field of Digital Media, both from a theoretical perspective as well as a practical one

- the ability to respond positively and effectively to the role that the Social Media specialist fulfils in the design, installation and maintenance of social media systems

LEARNING OUTCOMES:

Upon successful completion of this program, the students should be able to:
- explore the necessary and complex existence of digital media in global society

- develop a critical approach to understanding and creating media content

- investigate how social media engage with issues of race, class, gender and other aspects of identity

- discuss the overall influence of social media on informed citizenship

- explore how online communities are formed through the use of social media, the necessary pre-requisites for their formation

- recognize and define the architecture, structure, and use of web systems, and how they can be deployed to gain strategic and tactical advantages in business organizations

- design, build, and maintain simple websites, social media business pages, as well as utilize these towards enterprise Web development

- critically assess the needs of an enterprise and devise a social media strategy tailor-made to those needs through the use of blogging, micro-blogging, and content-management systems platforms

- design and build and actualize social media campaigns, and track how the campaign affects the needs of an enterprise, as well as follow up on the campaign with online marketing strategies.

STRUCTURE OF THE PROGRAM OF STUDY

PROGRAM REQUIREMENTS	ECTS
Compulsory courses	52
Major Electives courses	16
Master Thesis	22
Total ECTS	**90**

A/A	Course Type*	Course Code	Course Title	Teaching Periods per Week		ECTS
				Theory	Laboratory	
1	Core	DMD600	Introduction to Digital Media and Society	3		8
2	Core	CSC610	Technologies for Digital Media	3		8
3	Core	CSC690	Research Methods		3	6
4	Core	CSC630	Blogging, Microblogging, and Content-Management Systems		3	10
5	Core	DMD640	New Media Literacy	3		10
6	Core	DMD650	Participatory Politics: New Media and Democracy	3		10
7	Major Elective	DMD655	Creating Content in the Age of Web 2.0	3		8
8	Major Elective	DMD660	Motion Design: Principles and Practices	3		8
9	Major Elective	DMD665	Social media, Culture and Identity	3		8
10	Major Elective	DMD685	Special Topics in Digital Media	3		8

11	Major Elective	CSC670	Search Engine Optimization Strategies		3	8
12	Major Elective	CSC675	Web Technologies and Pro-gramming		3	8
13	Major Elective	CSC680	User Experience Design	2	1	8
14	Core	DMD690	Master Thesis	--	--	22

LIST OF COMPULSORY COURSES AND ELECTIVE COURSES

Course Title	Introduction to Digital Media and Society			
Course Code	DMD600			
Course Type	Compulsory			
Level	Master (2nd cycle)			
Year / Semester	1st year / 1st semester			
Teacher's Name	Charis Xinari			
ECTS	8	Lectures / week	3 Hours	Laboratories / week	None
Course Purpose and Objectives	This course aims to introduce students to theories of new media, and examine their social, cultural, political and economic implications. Topics may include: "old" and "new" media, convergence, political economy of new media, the digital divide, social networking, participatory cultures and Web 2.0 (i.e. Facebook, Twitter, YouTube, etc.)			
Learning Outcomes	Upon successful completion of this course students should be able to: • Demonstrate an in-depth understanding of digital media and their implications for, and interactions with, their social, political, economic and cultural environment. • Discuss and analyse issues relating to current areas of concern, such as social media use, privacy and surveillance, internet governance, intellectual property, citizen journalism, digital broadcasting and political campaigning using specialist knowledge • Assess how technological change is linked to forces of globalisation, political institutions, and historical developments, and how it affects democracy and social change. • Reflect on the multiplicity of social, cultural, political and technological complexities of digital media			
Prerequisites	None	Co-requisites		None
Course Content	Digital media has a significant, wide-ranging and complex impact on society and culture. The development of the Internet and the growth of personal computing, has greatly enabled the expansion of the use of digital media both by various industries and the public. This turn to digitization has caused disruption in publishing,			

	journalism, entertainment, education, commerce and politics and has also posed new challenges to copyright and intellectual property laws. The ubiquity of digital media and its effects on society are directly related to the emergence of a new era referred to as the Information Age, which may lead us to a paperless society in which all media are produced and consumed on computers with a series of ramifications for the individual's participation in society.
	The course addresses the issues raised from the turn to digital media, including copyright laws, censorship, the digital divide, mediatization, and democratic representation and participation in the digital world and the citizen of the Information Age.
Teaching Methodology	Face - to - Face
Bibliography	- Fuchs, Christian (2013) Social Media: A Critical Introduction. London: Sage - Athique, Adrian (2013) Digital Media and Society: an Introduction. London: Wiley - Couldry, Nick (2013) Media, Society, World: Social Theory and Digital Media Practice. London: Wiley - Van Dijk, Jan AGM (2005) The Network Society: Social Aspects of New Media. London: Sage
Assessment	Examinations: 60% Projects: 30% Assignments / Class Participation: 10% 100%
Language	English

Course Title	Technologies for Digital Media
Course Code	CSC610
Course Type	Compulsory
Level	Master (2nd Cycle)
Year / Semester	1st year / 2nd semester
Teacher's Name	TBA

ECTS	8	Lectures / week	3 Hours	Laboratories / week	None

Course Purpose and Objectives	Students will learn how to build simple web systems and the differences between them, utilizing popular platforms (i.e. wordpress, joomla, drupal, etc.) The students will learn basic concepts of web systems, web architecture, understand different protocols of communication, and the underlying concepts of web design and development
Learning Outcomes	Upon successful completion of the course, the student will be able to: • Recognize the underlying technologies of the Internet as a platform for Web systems • Recognize the contemporary architectural styles of web systems • Define how web systems can be deployed to gain strategic and tactical advantages in business organizations • Describe the differences between social media and web systems • Build simple websites and social media business pages • Recognize and apply the process of designing web systems • Explain the fundamental concepts that are critical to enterprise Web development • Design simple Web forms

Prerequisites	None	Co-requisites	None

Course Content	**Introduction** Introduction to the organization of the internet and the client server architecture, Explain contemporary internet protocols, Illustrate the core activities in a typical website design process, Introduction to web usability and evaluation techniques, introduction to service oriented

	architecture and its application in the business domain, Introduce web security and associated technologies, appreciate how the internet can be used to leverage business performance and enhance competitive advantage.
	Internet Technology basics
	CSS, SEO, AJAX, definition of web databases, database definitions
	Web development platforms
	Web development platforms (such as wordpress, joomla, etc.), how to leverage web development platforms for rapid website deployment, understanding web platform administration, developing simple web-sites
	Social Media platforms
	Understanding the differences between web development platforms and social media platforms, leveraging social media platforms for the creation of digital presence, combining web development platforms and social media platforms
	Contemporary topics in technologies for digital media
Teaching Method-ology	Face- to- face
Bibliography	- Moseley Ralph, DEVELOPING WEB APPLICATIONS Wiley - Douglas Van Duyne et al, THE DESIGN OF SITES, Prentice Hall - Michael Papazoglou, WEB SERVICES: PRINCIPLES AND TECHNOLOGY, Pearson
Assessment	Examinations 50% Assignments / Class Participation: 50% 100%
Language	English

Course Title	Blogging, Microblogging, and Content-Management Systems
Course Code	CSC630
Course Type	Compulsory
Level	Master (2nd cycle)
Year / Semester	1st year / 2nd semester
Teacher's Name	George Christou

ECTS	10	Lectures / week	None	Laboratories / week	3hours

Course Purpose and Objectives	Provide students with an overview of content management systems and an understanding of the main practical concepts and structures. Impart practical knowledge on the administration and use of content management systems. Understand the differences between different blogging platforms. Understand ethical considerations when blogging and micro-blogging. Blogging and micro-blogging as a form of journalism.
Learning Outcomes	Upon successful completion of this course students should be able to: • State the importance of Content Management Systems as Content Presentation Platforms. • Design a blogging website • Use blogging, microblogging, and Content-Management Systems in the context of an organization • Create blogging and microblogging campaigns to promote organizational content • Design attractive Content Management System websites that hold their clients' interest.

Prerequisites	CSC610	Co-requisites	None

Course Content	**Introduction**: Explain how communication technologies diffuse through society, from invention to adoption; explain how digital media differ from traditional media, both technically and in their social influence; identify inventions that provided the foundation for today's digital communication technologies; analyze and critique digital presentation material

	Blogging, Micro-Blogging and CMS basics: Differences between blogging, micro-blogging, and their meaning for social What are Content Management Systems (CMS); What CMS do; Types of CMS; Methods of installation; Why are there different types of CMS; Definition of Content, Data, Structure, and Form; Components of a CMS; Understanding different types of Content in CMS **Content Representation:** Content representation and meta-data; Different types of Data in CMS; File formats and storage requirements; CMS infrastructure requirements; Understanding the different types of users in a CMS **CMS Structure, Design, Administration** Core modules in a CMS; Building the types of content accepted in a CMS; Setting the Environment; Article types; Navigating the administration interface; Sections and Categories; User role definitions; Managing types of content; Managing Templates; Adding plug-ins and add-ons to CMS; Media Managers and methods of displaying content; Customizing the display; Creating menus and sidebars; Modifying Templates **CMS Use and Content Addition** Types of users and content that each user can add/edit/delete; Adding content; Adding media; Editing content; Presenting content in an attractive manner **CMS Use in Organization Campaigns** How to use blogging and forward content to people as part of internet campaigns; what it means to become "viral"; power of blogging and micro-blogging for social change Recent developments and contemporary issues pertaining to the subject-matter of the course.
Teaching Methodology	Face- to- face
Bibliography	• Hauschild, S. CMS MADE SIMPLE: BEGINNER'S GUIDE Packt Publishing 2010 • Shreves, R. JOOMLA! BIBLE Wiley 2013 • Williams, B., Damstra, D. and Stern, H. PROFESSIONAL WORDPRESS: DESIGN AND DEVELOPMENT Wrox 2015

Assessment	Examinations: 50% Project/Assignments: 50% 100%
Language	English

Course Title	New Media Literacy
Course Code	DMD640
Course Type	Compulsory
Level	Master (2nd cycle)
Year / Semester	1st year / 2nd semester
Teacher's Name	Charis Xinari

ECTS	10	Lectures / week	3 Hours	Laboratories / week	None

Course Purpose and Objectives	This course allows students to understand how the media contribute to the social construction of reality through a critical exploration of on-line behaviours and practices, and an evaluation of on-line information sources. Students will develop the skills and conceptual frameworks necessary to interpret and investigate the contemporary media environment through an exploration of informational/news sources and popular culture. Topics may include: media coverage of social and political issues, political economy of media/culture industries, media and democracy, media representation and stereotypes; 'selfies' and the Web's 'visual turn;' children's/youth culture in a digital age; video games and simulated violence; cultural, ethical and legal ramifications of social media.
Learning Outcomes	Upon successful completion of this course students should be able to: • Demonstrate an informed and critical understanding of the use new communication media • Investigate how social media engage with issues of race, class, gender and other aspects of identity • Reflect critically on the overall influence of social media on informed citizenship • Explore the necessary but complex existence of media in global society • Examine both the privileges and the ramifications of social media use • Evaluate uses of new media as well as information mediated through them from a critical perspective

Prerequisites	DMD600	Co-requisites	None
Course Content	As the lines between 'traditional' and 'new' media become blurred and digital technology becomes increasingly central for full participation in society, our understanding of what it means to be media literate has expanded from having the technical know-how to also having the knowledge and critical ability to assess and evaluate content. The broader social, ethical, legal and economic aspects of digital use thus become relevant aspects to new media literacy as personal, technological, and intellectual skills are needed to live in a digital world. Media literacy is a critical engagement with mass media. As media and communications platforms converge our media practices are changing – a shift from consumption or production to a combination of the two is characteristic of our relation to the media. This has necessitated an appreciation of individuals as both producers and consumers (prosumers) of media content and an understanding of the resulting social and cultural shifts that take place because of this. As a result, competencies for media literacy have expanded to include a variety of critical thinking, as well as communication and information management skills that are essential for our participation in digital culture.		
Teaching Methodology	Face- to- face		
Bibliography	• Lievrouw, L., and Livingstone, S. (Eds.) (2009) New Media. London: Sage. • Macedo, D. and Steinberg, S. R. (Eds) (2007) Media Literacy: A Reader. New York: Peter Lang • Miller, V. (2011) Understanding Digital Culture. London: Sage		
Assessment	Examinations 60% Projects 30% Assignments / Class Participation 10% 100%		
Language	English		

Course Title	Participatory Politics: New Media and Democracy
Course Code	DMD650
Course Type	Compulsory
Level	Master (2nd cycle)
Year / Semester	1st year / 2nd semester
Teacher's Name	Christos Kassimeris

ECTS	10	Lectures / week	3 Hours	Laboratories / week	None

Course Purpose and Objectives	Recent research has demonstrated that the use of social media has encouraged people in modern democracies to become more politically active. The purpose of this course is to critically assess the interrelationship between social media and political participation in an era when social platforms such as Facebook and Twitter have become increasingly important to the media, generally, and the concept of public engagement.
Learning Outcomes	Upon successful completion of this course students should be able to: • Describe and demonstrate an understanding of the key theories associated with political participation • Identify the impact of new media upon political participation • Evaluate the role of new media in modern democracies • Discuss major political concepts • Interpret political developments in relation to technological advancements • Evaluate political commentating against the background of new media • Describe the role of new media in political campaigning

Prerequisites	DMD600	Co-requisites	None

Course Content	This course focuses on the various forms of political participation, theories of democracy and the role of new media in politics and public engagement. The low voter turnout in elections, the declining party membership, people's distrust toward all things political are assessed against the rapid rise of new media in modern democracies. While seeking explanations to those issues mentioned above, this course will also assess current problems of representative democracy and will also contextualize the significance of political knowledge. The effects of globalization and, particularly, the global setting of

	new media are also central to political participation.
Teaching Methodology	Face- to- face
Bibliography	• Norris, Pippa, (2002) Democratic Phoenix. Reinventing Political Activism, Cambridge. Cambridge University Press • Milner, Henry, (2002) Civic Literacy. How Informed Citizens Make Democracy Work, University Press of New England • Demetriou, Kyriakos N., (2012) Democracy in transition: political participation in the European Union. Heidelberg: Springer • Richard Logan Fox, Jennifer Ramos, (2012) iPolitics : citizens, elections, and governing in the new media era. New York: Cambridge University Press
Assessment	Examinations: 60% Projects: 30% Assignments / Class Participation: 10% 100%
Language	English

Course Title	Creating Content in the Age of Web 2.0				
Course Code	DMD655				
Course Type	Optional				
Level	Master (2nd cycle)				
Year / Semester	1st or 2nd year / 1st or 3rd semester				
Teacher's Name	James Mackay				
ECTS	8	Lectures / week	3 Hours	Laboratories / week	None
Course Purpose and Objectives	Emphasising a hands-on approach to content creation, this course will teach students the best ways to create and curate social media content, whether for personal / corporate brand growth or social campaigning.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Develop a personal online presence via social media, blogging, podcasting and/or vlogging • Investigate and evaluate wider creative commons-based communities • Use a process-based method to create new content in several social media genres • Analyse critically significant examples of successful viral creative content • Interpret various metrics of reach on social media, particularly viral coefficient and the viral cycle				
Prerequisites	CSC690		Co-requisites	None	
Course Content	We begin by examining the most common forms of shared content, from listicles to mashup videos, as well as hybrid and multiple-platform content forms, analyzing common features and discussing lessons for content creators from viral content in various forms. We will discuss the various ways to measure viral success, both in terms of shares and impact within limited audiences, and the differing needs of different forms of social media content, e.g. corporate, personal or campaigning. We then go on to look at examples of social media content that unintentionally went viral, looking at the need to understand international ethical and cultural norms. Finally, we will				

	look specifically at social media content generated from within Cyprus, asking how materials created in Cyprus can best achieve a global audience. Alongside this case study and theory-based approach, students will throughout the semester use a process-based creative writing approach to create and manage their own content on free-to-view and Creative Commons licensed platforms (e.g. Instagram, Wikipedia, Youtube), with an aim to building audience over the entire semester.
Teaching Methodology	Face-to-face
Bibliography	• Anderson, E. *Social Media Marketing: Game Theory and the Emergence of Collaboration*. Dordrecht: Springer, 2010. • Felder, L. *Writing for the Web: Creating Compelling Web Content Using Words, Pictures and Sound*. Berkeley: New Riders, 2012. • Nahon, K., and J. Hemsley. *Going Viral*. Cambridge: Polity, 2013. • Redish, J. *Letting Go of the Words: Writing Web Content that Works*. San Francisco: Morgan Kaufmann, 2007. • Voltz, S., and F. Grobe. *The Viral Video Manifesto: Why Everything You Know is Wrong and How to Do What Really Works*. New York: McGraw-Hill, 2013.
Assessment	Examinations: 20% Projects: 70% Assignments / Class Participation: 10% 100%
Language	English

Course Title	Motion Design: Principles and Practices
Course Code	DMD660
Course Type	Optional
Level	Master (2nd cycle)
Year / Semester	1st or 2nd year / 1st or 3rd semester
Teacher's Name	Demetra Englezou

ECTS	8	Lectures / week	3 Hours	Laboratories / week	None

Course Purpose and Objectives	This course aims to familiarize students motion design theory and practices, enable the student to design and produce effective time-based experiences. Focus will not only be on the creation of these experiences, but on critique and intellectual discussion of contemporary motion design for the screen. Emphasis is placed on the creation of work that remains essentially "graphic" in its manufacture and storytelling: motion pieces that extend and examine new graphic narratives.
Learning Outcomes	Upon successful completion of this course students should be able to: • Demonstrate an understanding of motion design software concerns and begin to form a foundation in which they will be able to make informed decisions regarding which software is appropriate for a specific problem. • Effectively design visually and compelling time-based experiences • Develop and refine planning and organizing skills through storyboard planning. • Demonstrate aptitude in audio and visual synchronization • Effectively combine type with imagery • Demonstrate creative problem solving and critical thinking skills

Prerequisites	None	Co-requisites	None
Course Content	This course will, through a series of projects, enable the students to design and produce effective time-based experiences.		
	Analysis and discussion of contemporary and early motion design works, ranging from experimental artists' films to commercial music videos and classical short films will provide the foundation to position and contextualize students' work for in-class critiques.		
	Focus will not only be on the creation of these experiences, but on critique and intellectual discussion of contemporary motion design for the screen.		
	Emphasis is placed on the creation of work that remains essentially "graphic" in its manufacture and storytelling: motion pieces that extend and examine new graphic narratives, rather than traditional filmic ones.		
	The first three weeks of the semester integrates the fundamentals of motion software with the principles of kinematics, both of which are then applied to the animation of type. As students gain technical proficiency, they develop original content for two longer projects. First, they look inward and realize a personal narrative. Second, they work on a practical project in which they create fictional broadcast work.		
Teaching Methodology	Face- to- face		
Bibliography	• McGill David (2007) *Sound in Motion: A Performer's Guide to Greater Musical Expression.* Indiana University Press. • Sonnenschein David (2001) *Sound Design: The Expressive Power of Music, Voice and Sound Effects in Cinema.* Michael Wiese Productions. • Zettl Herbert (2013) *Sight Sound, Motion: Applied Media Aesthetics.* Wadsworth Publishing Co Inc. • Chris Webster. (2005) *Animation: The Mechanics of Motion,* Focal Press Visual Effects and Animation • Harold Whitaker. (2002) *Timing for Animation,* Focal Press • Maureen Furniss. (2008) *The Animation Bible: A Guide to Everything - from Flipbooks to Flash,* Laurence King • Peter Lord & Brian Sibley (2010) *Cracking Animation: The Aardman*		

	Book of 3-D Animation, Thames and Hudson Ltd • Bellatoni, Jeff, and Matt Woolman, (1999) *Type in Motion: Innovations in Digital Graphic,* Rizzoli • Curran, S. (1996) *Motion Graphics: Graphic Design for Broadcast and Film.* Cengage Learning. • Bordwell, D. & Thompson K. (2006) *Film Art: An Introduction with Tutorial CD-ROM.* McGraw-Hill Humanities/Social Sc. • Woolman, M. (2004) *Motion Design: Moving Graphics for Television, Music, Video, Cinema and Digital Interfaces.* Switzerland: RotoVision.
Assessment	Examinations: 40% Projects: 50% Assignments / Class Participation: 10% 100%
Language	English

Course Title	Social Media, Culture and Identity
Course Code	DMD665
Course Type	Optional
Level	Master (2nd cycle)
Year / Semester	1st or 2nd year / 1st or 3rd semester
Teacher's Name	Charis Xinari

ECTS	8	Lectures / week	3 Hours	Laboratories / week	None
Course Purpose and Objectives	Using sociological, political and cultural/ideological approaches the course aims to explore the social construction of "racial," ethnic, gender, class, national and sexual identity, emphasizing the role of the mass media in the digital age.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Demonstrate knowledge of theories related to identity formation related to new media • Recognize the modes through which traditional identity orders are influenced through our interaction with new media • Explore the ways in which social media blur the boundaries between online/offline identities and identifications • Analyse how the new role of the audience as prosumers (both engaged in consumption and production of cultural materials) has altered the way we understand identity formation • Reflect on how cultural context influences the legitimation, representation and recognition of identity				

Prerequisites	None	Co-requisites	None
Course Content	New media technologies have in various ways altered the ways that individuals form, project and experience identity, especially through the use of ICT and social media. By considering the critical importance of new media uses as a significant area of contemporary culture, the course introduces students to a range of processes whereby media and popular culture texts and practices are produced, distributed, regulated and consumed in ways that reflect and shape identity politics. Through the various identifications the indi-		

	vidual makes with various groups, movements, products and users online identity develops in various, often (self)contradictory ways which call for new theorizations of identity formation.

Through the use of different theoretical tools and approaches, the course will enable students to explore how our contemporary engagement with new media informs identity formation in the digital era. Topics may include, but are not limited to, representations of race, gender and sexuality; the online/offline identity relation; the real/fake distinction and whether the digital era still allows for such a strict binarism; the ways in which individuals materialize identities online. |
Teaching Methodology	Face- to- face
Bibliography	• Gauntlett, David: Media, Gender and Identity: an Introduction. London: Routledge, 2008 • Bennet, Peter and Kendall, Alex: After the Media: Culture and Identity in the 21st Century. London: Routledge, 2011 • McRobbie, Angela: The Aftermath of Feminism: Gender, Culture and Social Change. London: Sage, 2008
Assessment	Examinations: 60% Projects: 30% Assignments / Class Participation: 10% 100%
Language	English

Course Title	Search Engine Optimization Strategies			
Course Code	CSC670			
Course Type	Optional			
Level	Master (2nd cycle)			
Year / Semester	1st or 2nd year / 1st or 3rd semester			
Teacher's Name	Christodoulos Efstathiades			
ECTS	8	Lectures / week	None	Laboratories / week	3hours
Course Purpose and Objectives	To introduce the students to the concepts of Internet Marketing Campaigns, from conception to follow-through after the campaign is finished. Through the course the students will learn how to manipulate search engines, so that specific websites will rank higher in Internet search results. They will also learn how to promote websites over social media and other digital avenues. Finally, the students receive practical training on how to perform a marketing campaign through the internet.			
Learning Outcomes	Upon succesful completion of this course students should be able to: • Develop a website that is attractive to consumers • Optimize a website so that it appears on the first page of search engines results • Track statistics about visitors on a website • Advertise on the WWW through Google AdWords, Facebook Ads and other online channels • Implement social media promotions through Facebook, Twitter, LinkedIn, etc as part of an overall company marketing strategy • Follow-up strategies to the online marketing strategies			
Prerequisites	CSC610	Co-requisites	None	
Course Content	**Website Design Considerations:** Introduction to advanced web applications: Web 2.0 applications and related features. Differences between social media websites and company/organization websites. The culture of participation,			

web platforms for running applications, database-backed web applications, mobile web applications, rich user experience.

Optimization Strategies and traffic analysis:

Importance of quality website content, importance of continuous updating of website content, web hosting considerations, domain registration in the US or Cyprus, primary domain, company email & FTP account, secondary domains, parked domains, uploading websites, link checking, website server uptime monitoring, permanent redirect of primary and secondary domains. Various engines of tracking visits and analyzing them, tools for analysis of visits, behavior of new vs returning visitors, frequency vs recency of visits, visits duration, technology used with regards to browser & operating system, traffic sources, referrals, search vs organic traffic, most visited pages, in-page analytics.

Linking and Keywords:

Internal linking, external linking (free vs paid), sitemaps, HTML and XML sitemaps, submitting XML sitemaps in all search engines. Keywords in URLs (URL friendliness), keywords in images, keywords in headings on a web page, Keywords in the page title, keywords in the description-meta-tag, keywords in the keywords-meta-tag, how to write keywords, keywords density (keyword frequency), black hat SEO with regards to keywords.

Internet Marketing:

Comparison between traditional advertising media and online media, methods for preparing an online campaign, promoting a website through social media, promoting through email, ethical and legal considerations, leveraging YouTube.

After-campaign considerations

Evaluation of internet campaign results, deciding on further campaigns, examining how to make further campaigns more effective.

Teaching Methodology	Face- to- face
Bibliography	• Kevin Lee, Catherine Seda: Search Engine Advertising: Buying Your Way to the Top to Increase Sales, 2/E, PEARSON • Andreas Ramos, Stephanie Cota: Search Engine Marketing, MCGRAW HILL

Assessment	Examinations: 50% Assignments/ Class Participation: 50% 100%
Language	English

Course Title	Web Technologies and Programming			
Course Code	CSC675			
Course Type	Optional			
Level	Master (2nd cycle)			
Year / Semester	1st or 2nd year / 1st or 3rd semester			
Teacher's Name	TBA			
ECTS	8	Lectures / week	None	Laboratories / week	3hours
Course Purpose and Objectives	This course covers web programming in depth. The goal of this course is to teach to beginning programmers how to create web applications from design to launch.			
Learning Outcomes	Upon succesful completion of this course students should be able to: • Explain the fundamental concepts that are critical to enterprise Web development • Design Web forms • Illustrate how datasets and cookies work • Analyze and design databases for the Web • ASP.Net			
Prerequisites	CSC610	Co-requisites	None	
Course Content	**Getting Started with Web Programming** Key technologies; Integrated Development Environments; Introduction to ASP.Net **Building an Initial Website** Creating the basic structure; working with files for the website; website resources; organizing the structure; CSS basics; HTML basics; **Introducing Programming** Programming structures such as control structures, loops, variables and datasets; organizing code; object-orientation basics; Navigation basics; User input and validation; Form design; Validation of User In-			

	put **Connecting Websites with Databases** Introduction to Database concepts; SQL basics; Datasets and Connection Strings; Exchanging data between the website and the database; Contemporary topics that pertain to the topic of the course
Teaching Methodology	Face- to- face

Bibliography	• Imar Spaanjaars, BEGINNING ASP.NET 4.5.1: IN C# AND VB, Wrox Press
	• Ann Boehm. Murach's,
	    ASP.NET 3.5 WEB PROGRAMMING WITH VB 2008,
	    Mike Murach & Associates
	• Matthew MacDonald., BEGINNING ASP.NET 3.5 IN VB 2008: FROM NOVICE TO PROFESSIONAL,
	    Second Edition, Apress
	• Joydip Kanjilal.,TEACH YOURSELF ASP.NET AJAX IN 24 HOURS, Sams.
	• Dino Esposito., INTRODUCING MICROSOFT ASP.NET AJAX, Microsoft Press.

Assessment	Project: 50% Examinations: 50% 100%
Language	English

Course Title	User Experience Design
Course Code	CSC680
Course Type	Optional
Level	Master (2nd cycle)
Year / Semester	1st or 2nd year / 1st or 3rd semester
Teacher's Name	George Christou

ECTS	8	Lectures / week	2 Hours	Laboratories / week	1 hour

Course Purpose and Objectives	The objective of the course is to develop two capabilities: (1) to read and critique the HCI research literature, and (2) to define and carry out (HCI) research projects. These capabilities obviously are related: the critical skills necessary to evaluate published contributions to the research literature are indispensable in defining, planning, carrying out, documenting, and reporting your own research. Furthermore, the skills you learn are not specific to HCI, so you should be able to apply them to whatever other research domains you participate in.
Learning Outcomes	Upon successful completion of this course students should be able to: • Manage communication between human factors engineers and computer scientists on user interface development projects. • Apply concepts and strategies for making design decisions. • Describe tools, techniques, and ideas for interface design. • Evaluate literature of human-computer interaction. • Explain the importance of good user interface design.

Prerequisites	CSC610	Co-requisites	None

Course Content	**Introduction** HCI Basic Concepts - HCI Paradigms and History, Usability Principles, User-Centered Design, User Experience and its difference from the previous paradigms **The Psychology of Human Computer Interaction** Cognitive Psychology and HCI, Human Abilities, Task Analysis, Predictive Evaluation, Cognitive Models, GOMS, Contextual Methods, Emotional Design, UX Design

	Presentation / User Interfaces Design of Everyday Things, Graphic Design, Prototyping, Interaction Styles **Computer Supported Cooperative Work (CSCW)** Online Community Participation, Remote cooperation, Cooperation with Agents, Social Emotional Design **New Paradigms** Intelligent User Interfaces, Ubiquitous Computing, Tangible User Interfaces, Virtual Reality and Virtual Environments, Augmented Reality, Novel Display Surfaces.
Teaching Methodology	Face-to-Face
Bibliography	• Carroll, J. M., HCI MODELS, THEORIES AND FRAMEWORKS: TOWARD A MULTIDISCIPLINARY SCIENCE, Morgan Kaufmann. • Carroll, J. M.,HUMAN COMPUTER INTERACTION IN THE NEW MILLENIUM., Addison-Wesley. • Benyon, D., Turner, P.,and Turner, S.DESIGNING INTERACTIVE SYSTEMS: PEOPLE, ACTIVITIES, CONTEXTS, TECHNOLOGIES. Addison-Wesley. • Baecker, R., Grudin, J., Buxton, W., and Greenburg, S. READINGS IN HUMAN COMPUTER INTERACTION: TOWARD THE YEAR 2000. Morgan Kaufmann. • Proceedings of CHI Conference on Human Factors in Computing Systems, ACM Press.
Assessment	Examinations: 50% Project/Assignments: 50% 100%
Language	English

Course Title	Special Topics in Digital Media			
Course Code	DMD685			
Course Type	Optional			
Level	Master (2nd cycle)			
Year / Semester	2nd year / 3rd Semester			
Teacher's Name	TBA			
ECTS	10	Lectures / week	3 Hours	Laboratories / week	De-pending on topic
Course Purpose and Objectives	This course aims to provide students and faculty with the space necessary to explore a particular topic or theme not covered in depth by the program curriculum. Employing methodologies acquired in their core requirements, students will be able to examine and alalyse a particular current issue or theme (either related to Web Technologies or the Social Sciences) within the field of Digital Media, under the guidance of an expert in this particular topic.			
Learning Outcomes	Upon successful completion of this course students should be able to: • Conduct in-depth research in the field of Digital Media • Apply specialized knowledge in the study of Digital Media • Employ the advanced research, writing and documentation skills acquired in their core courses • Use advanced skills in creative and critical thinking • Analyse in depth a particular current issue in the field of Digital Media			
Prerequisites	CSC690, DMD600	Co-requisites	None	
Course Content	This course is an open-topic seminar designed to allow faculty to provide students with a focused, in-depth survey of materials surrounding a certain theme or trend in the field of Digital Media. This may be a theoretical debate (such as a theorization of a social phenomenon, for example) or a topic related to technological developments in the area of Web Technologies.			
Teaching Methodology	Face-to-face			

Bibliography	Text books and reading material determined on a rotating basis by involved faculty, depending on specialization and topic covered in the course.
Assessment	Examinations: 50% Class Participation: 5% Assignments/Project: 45% 100%
Language	English

Course Title	Research Methods
Course Code	CSC690
Course Type	Compulsory
Level	Master (2nd cycle)
Year / Semester	1st year / 2nd semester
Teacher's Name	TBA

ECTS	6	Lectures / week	None	Laboratories / week	3hours
Course Purpose and Objectives	The student acquires the necessary skills to enable the successful completion of a project. Established research methods for independent research are introduced using methodical processes.				
Learning Outcomes	Upon successful completion of this course students should be able to: - Demonstrate written and oral technical research skills. - Select and justify a research topic. - Use various resources to carry out a literature search. - Explain the need to position a research project in a wider academic and business context. - Structure and format the project to agreed conventions. - Design, execute, interpret and report results from empirical research projects - Manage a project and explain the relevant techniques and tools needed in order to complete it successfully on time and within budgeted resources. - Conduct an independent investigation at postgraduate level into one area in the field of Digital Media - Critically review primary and secondary sources, combine and synthesize material in the field of Digital Media				
Prerequisites	None		Co-requisites	None	
Course Content	**The nature of research:** Definitions and types of research; research process; topic selection and scope; feasibility and value. **The literature search:** Sources of information; differentiating between types of sources; primary, secondary and tertiary sources; using the library and digital				

	databases to conduct efficient literature reviews; searching the Internet; role of the supervisor. **Project management:** Methods, techniques and tools for research design, and data collection. **Analysis and synthesis:** Statistical and qualitative techniques for data analysis; use of appropriate software. Reliability and validity of research projects. **Presentation of research findings:** Project structure; conventions on citation and quotations; style of writing a report.
Teaching Methodology	Face-to-Face
Bibliography	J. Zobel., WRITING FOR COMPUTER SCIENCE, Springer. - J.G. Paradis, M., Zimmerman,THE MIT GUIDE TO SCIENCE AND ENGINEERING COMMUNICATION, The MIT Press. D. Madsen, SUCCESSFUL DISSERTATIONS AND THESES., A GUIDE TO GRADUATE STUDENT RESEARCH FROM PROPOSAL TO COMPLETION, Jossey Bass. T. Cornford, S. Smithson, PROJECT RESEARCH IN INFORMATION SYSTEMS., A **STUDENT'S GUIDE,** Macmillian - Bryman A., *Social Research Methods (3rd Ed)*, Oxford University Press, 2008 - Neuman, W.Lawrence, *Social Research Methods Qualitative and Quantitative approaches,(6th Ed),Pearson International Edition, 2006*
Assessment	Examinations: 50% Project/Assignments: 50% 100%
Language	English

Course Title	Master Thesis
Course Code	DMD690
Course Type	Compulsory
Level	Master (2nd Cycle)
Year / Semester	2nd year / 3rd semester
Teacher's Name	Lecturer determined on the basis of topic and specialization

ECTS	22	Lectures / week	N/A	Laboratories / week	None
Course Purpose and Objectives	This course provides the opportunity for students to undertake a substantial research project in the field of Digital Media. Being a guided research project, the Master Thesis requires of the student an independent orientation toward chosen material and the skills to follow through on a sustained analysis. Of the assessed work in the degree program, the thesis is the most substantive and the clearest expression of the student's ability to study at the Master's level.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Conduct an independent investigation at postgraduate level into one area of Digital Media • Critically review primary and secondary sources, combine and synthesize material in the field of Digital Media • Employ research methods appropriate for the selected topics under investigation • Apply abilities as researcher and academic, to bring a research project from conception to completion • Demonstrate advanced expertise in a sub-field of Social Sciences and Information Technology • Produce research work at postgraduate level on a particular topic in the area of Digital Media				

Prerequisites	Completion of the M.Sc. Program's Core Courses	Co-requisites	None
Course Content	This course affords the student the opportunity to conduct postgraduate level research in the field of Digital Media. The project will be conducted under the supervision of one or more faculty members whose specialization relates to the Thesis topic chosen by the student. Should the student choose to write their thesis on a topic relevant to		

	Digital Media, it is required that the student specializes, drawing from the courses already completed in the Core Courses of the program. The thesis may focus on a set of debates within the field, it may present research in the form of political issues and their media representation, and it might involve a detailed study of a single social media platform/network. Depending on the topic, a range of research methodologies or a combination of research methodologies can be implemented, combining any number of critical and theoretical approaches. Being a supervised research project, the thesis requires that students work in regular consultation with an assigned supervisor from conception to completion. The length is 12,000-15,000 words exclusive of endnotes, bibliography, and any charts and/or illustrations.
Teaching Methodology	Face-to-face
Bibliography	Pending on the student's thesis topic
Assessment	Project: 100% 100% All the above learning outcomes will be assessed through the Thesis. Apart from the writing quality, project scope, and overall effectiveness, the following Thesis components will determine the final assessment: An extensive bibliography, including article, book, library, and internet sources An outline of the research project proposal A clearly stated and demonstrated methodology appropriate for the topic and field under investigation. A sustained engagement and analysis of data or primary sources combined with a clearly structured argument, with relevant annotations and referencing throughout. Clearly stated revision, results (where appropriate) conclusions, suggestions/recommendations (where appropriate) section at the end of the Thesis
Language	English